

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

DRACULA: the vampire

TOPIC

Presentation of Stoker's novel through Google Docs

TYPE OF SCHOOL AND STUDENTS' AGE

SCHOOL: Istituto Tecnico
AGE: 15-16 years old

LEARNING ENVIRONMENT

Blended learning

LEARNING AIMS

- Being able to read a simplified text of literature in an autonomous way, by understanding the overall sense of it;
- Being able to recognise known words and to understand the meaning of unknown words through the context;
- Being able to summarise the text;
- Being able to identify the main characteristics of the text in terms of plot, characters and setting;
- Being able to identify the pieces of information the teacher asks for;
- Being able to work in groups of 3 or 4 to organise the pieces of information required by the teacher in a guided presentation.

TOOLS CHOSEN

HARDWARE: PC

WEB 2.0 TOOLS: Google Drive, Google Docs, ThatQuiz, Vocaroo

ONLINE RESOURCES:

- <http://www.litgothic.com/Authors/authors.html>
- <http://www.sparknotes.com/lit/dracula/>

BOOKS:

- Diane Mowat, *Dracula*, Oxford University Press, 2008
- Maria Parrino, *Gothic Literature, Monsters, Vampires and Doubles in British and American Fiction*, Loescher, 2006

METHODOLOGY AND TEACHING PROCEDURES

METHOD:

- Inductive
- Communicative and lexical approach
- Group and individual work

WARM-UP

The teacher, through a brainstorming, allows students to express their knowledge about books or films having vampires and gloomy atmosphere as main features. Students express their likes and dislikes about this particular genre, but also about other literary genres they have known through compulsory reading at school or voluntary reading.

PRESENTATION

The teacher introduces the story, trying to involve students and asking them what they expect to find in it. Then teacher and students read the first three chapters of the book together in class; the teacher sets the remaining three chapters for homework.

PRACTICE

The students read chapters 4-6 on their own and do the activities in the book.

PRODUCTION

The teacher divides the class in three groups, but only choosing a group leader for each and letting the subsequent formation of the groups free. The teacher shows the guided presentation on Google Drive and tells students what they are expected to do.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
WARM-UP	
<ol style="list-style-type: none"> 1. The teacher shows three pictures: one represents Dracula in a cinematic adaptation; the second shows a Gothic castle; the last one foggy London in the XIXth century; 2. The teacher asks if students like the horror/fantasy genre and also what kind of genre students prefer; 3. The teacher asks what kinds of literature students have met up to now in their compulsory or voluntary readings. 	<ol style="list-style-type: none"> 1. Students look at the pictures and describe what they see, what the pictures remind them, following the passages of brainstorming; 2. Students answer the teacher's questions, expressing their likes and dislikes; 3. Students reply to questions, informing the teacher about their previous approach to literature.

PRESENTATION	
<ol style="list-style-type: none"> 1. The teacher introduces the plot of the story, by underlining the gloomy atmosphere and the lexical area of fear characterising it; 2. The teacher asks students to make hypothesis about the plot of the whole story; 3. The teacher asks students to read passage one at a time; 4. While reading, the teacher helps students to identify the meaning of words in context; 5. The teacher underlines words referred to the lexical area she wants students to focus on (FEAR). In the presentation she uses idioms and expressions related to this lexical area; 6. The teacher sets the remaining three chapters of the book as homework, asking students to read and pay attention to the same features (words in context, lexical area of fear) which were considered in class. 	<ol style="list-style-type: none"> 1. Students listen to it and take notes; 2. Students try to express their ideas about what the story will be like; 3. Students read out passages from the text; 4. Students learn new words while reading; 5. Students are led to highlight meaningful words; 6. Students write the homework on their diary.
PRACTICE	
<ol style="list-style-type: none"> 1. The teacher sets the reading of chapters 4-6 as homework, so that students can read on their own and do the activities in the book. 	<ol style="list-style-type: none"> 1. Students read autonomously trying to underline the same features the teacher had focused on in class. Then they do the exercises in the book to check their comprehension.
PRODUCTION	
<ol style="list-style-type: none"> 1. The teacher divides the class in 3 groups; she only chooses 3 group leaders, opting for the more competent in English, so that the groups are quite balanced; 2. The teacher shows her ready-made presentation and allows the students a first approach to the 'new' technology; 3. The teacher explains what parts the students are supposed to work on. 	<ol style="list-style-type: none"> 1. Students divide in groups, following the instructions given by the teacher; 2. Students look at the computer and see how to work with Google Docs; 3. Students take notes so as to be ready to work both individually and in group.

ASSESSMENT

- **WEAK POINTS:** students realized the difficulty of working in groups: they pointed out that not all the members worked properly so that the result was not so good as it would have been with a total collaboration on the part of everyone. Some students registered their opinion on Vocaroo.
- **STRONG POINTS:** students appreciated the use of a new learning method and above all the use of technology in class and at home. Some students registered their opinion on Vocaroo.

These are the links to the recordings:

<http://vocaroo.com/i/s1fHRAxoU6Ak>

<http://vocaroo.com/i/s1js7GSTkeGA>

<http://vocaroo.com/i/soRBFNw4CobY>

<http://vocaroo.com/i/soHVwAef4axE>

FORMATIVE ASSESSMENT: the teacher has created a multiple choice test on ThatQuiz, but students haven't done it yet (it will be done on 23rd May).

This is the link to the test: <http://www.thatquiz.org/tq/classtest?FKKSBGM2>